

Title 7: Education K-12

Part 234: Mississippi Secondary Curriculum Frameworks in Career and Technical Education, Agriculture, Food & Natural Resources, Diversified Agriculture Agricultural Communications



## 2022 Diversified Agriculture Agricultural Communications

Program CIP: 01.0000—Agriculture, General

Direct inquiries to:

Instructional Design Specialist  
Research and Curriculum Unit  
P.O. Drawer DX  
Mississippi State, MS 39762  
662.325.2510

Program Supervisor  
Office of Career and Technical Education  
Mississippi Department of Education  
P.O. Box 771  
Jackson, MS 39205  
601.359.3974

Published by:

Office of Career and Technical Education  
Mississippi Department of Education  
Jackson, MS 39205

Research and Curriculum Unit  
Mississippi State University  
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

# Table of Contents

---

|  |    |
|--|----|
| Acknowledgments.....   | 3  |
| Standards.....   | 5  |
| Preface.....   | 6  |
| Mississippi Teacher Professional Resources .....                                       | 7  |
| Executive Summary .....  | 8  |
| Course Outlines.....   | 10 |
| Career Pathway Outlook .....   | 11 |
| Professional Organizations .....   | 14 |
| Using This Document .....  | 15 |
| Unit 1: Careers in Agricultural Communications .....                                   | 16 |
| Unit 2: Research Strategies .....  | 18 |
| Unit 3: Writing.....   | 20 |
| Unit 4: Photography.....   | 21 |
| Unit 5: Graphic Design .....   | 23 |
| Unit 6: Print Layout Design.....   | 24 |
| Unit 7: Digital Audio Broadcast .....  | 25 |
| Unit 8: Videography .....  | 27 |
| Unit 9: Web Design .....   | 29 |
| Unit 10: Using Social Media.....   | 31 |
| Unit 11: Communication Plan and Portfolio .....  | 32 |
| Unit 12: Immersion Into FFA and Supervised Agricultural Experience (SAE) for All ..... | 33 |
| Student Competency Profile .....   | 34 |
| Appendix: Industry Standards.....  | 36 |

# Acknowledgments

---

The agricultural communications curriculum was presented to the Mississippi State Board of Education on February 17, 2022. The following persons were serving on the state board at the time:

Dr. Carey M. Wright, state superintendent of education  
Ms. Rosemary G. Aultman, chair  
Mr. Glen East, vice-chair  
Dr. Karen Elam  
Dr. Angela Bass  
Dr. Ronnie McGehee  
Dr. Wendi Barrett  
Mr. Matt Miller  
Mrs. Mary Werner  
Mr. Bill Jacobs  
Ms. Amy Zhang, student representative  
Ms. Micah Hill, student representative

The following Mississippi Department of Education (MDE) and RCU managers and specialists assisted in the development of the agricultural communications curriculum:

Wendy Clemons, the executive director of the MDE Office of Secondary Education and Professional Development, supported the RCU and teachers throughout the development of the framework and supporting materials.

Dr. Aimee Brown, the state director of the MDE Office of Career and Technical Education (CTE), supported the RCU and teachers throughout the development of the framework and supporting materials.

Courtney McCubbins, a project manager at the RCU, researched and coauthored this framework. [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu)

Special thanks are extended to the educators who contributed teaching and assessment materials that are included in the framework and supporting materials:

Josh Davenport, South Panola High School, Batesville  
Karen Cook, Houston Career and Technical Center, Houston

Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:

Jill Wagner, agricultural education and FFA program supervisor for the MDE Office of CTE  
Dr. Carley Morrison, assistant professor of agricultural education, leadership, and communication at MSU

Dr. Lacey Roberts, assistant professor of agricultural communications at New Mexico State University

Betsey Smith, the director of the RCU

Sam Watts, the curriculum manager for the RCU

# Standards

---

Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE agricultural communications curriculum is aligned to the following standards:

## **National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards**

The National AFNR Career Cluster Content Standards were developed by the National Council on Agricultural Education to serve as a guide for what students should know or be able to do through a study of agriculture in Grades 9-12 and two-year postsecondary programs. The standards were extensively researched and reviewed by leaders in the agricultural industry, secondary and postsecondary instructors, and university specialists. The standards consist of a pathway content standard for each of the eight career pathways. For each content standard, performance elements representing major topic areas with accompanying performance indicators were developed. Measurements of assessment of the performance elements and performance indicators were developed at the basic, intermediate, and advanced levels. A complete copy of the standards can be accessed at [thecouncil.ffa.org/afnr](http://thecouncil.ffa.org/afnr). The National AFNR Career Cluster Content Standards are copyrighted to the National Council for Agricultural Education and are used by permission.

## **International Society for Technology in Education Standards (ISTE)**

Reprinted with permission from *ISTE Standards for Students* (2016). All rights reserved. Permission does not constitute an endorsement by ISTE.  
[iste.org](http://iste.org)

## **College- and Career-Ready Standards**

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.  
[mdek12.org/oae/college-and-career-readiness-standards](http://mdek12.org/oae/college-and-career-readiness-standards)

## **Framework for 21st Century Learning**

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. 21 *Framework Definitions* (2019).  
[battelleforkids.org/networks/p21/frameworks-resources](http://battelleforkids.org/networks/p21/frameworks-resources)

## Preface

---

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

# Mississippi Teacher Professional Resources

---

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, [rcu.msstate.edu](http://rcu.msstate.edu).

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

# Executive Summary

---

## **Pathway Description**

Agricultural communications is a one-credit course within the diversified agriculture pathway. All students must complete principles of agriscience before being allowed to enroll in agricultural communications. This course is designed for agricultural education programs to teach students the fundamentals of communications in the agriculture industry. Units are designed to develop skills in research, writing and editing, print media, photography, videography, digital audio broadcasting, web design, and utilizing social media. Students will develop a professional portfolio featuring individual and group work, as well as create a communications plan for an agricultural business or organization.

## **College, Career, and Certifications**

No national industry-recognized certifications are known to exist at this time in the field of diversified agriculture. Competencies and suggested objectives in this course have been correlated, however, to the National AFNR Career Cluster Content Standards that have been reviewed and endorsed at the national level by the National Council on Agricultural Education.

## **Grade Level and Class Size Recommendations**

It is recommended that students enter this program as 10th-12th graders. Exceptions to this are a district-level decision based on class size, enrollment numbers, student maturity, and CTE delivery method. This is a classroom-based course. Therefore, a maximum of 25 students is recommended per class with only one class with the teacher at a time.

## **Student Prerequisites**

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
  2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
  3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
  2. Instructor approval
- or**
1. Instructor approval

## **Assessment**

The latest assessment blueprint for the curriculum can be found at [rcu.msstate.edu/curriculum/curriculumdownload](http://rcu.msstate.edu/curriculum/curriculumdownload).

## **Applied Academic Credit**

The latest academic credit information can be found at [mdek12.org/ease/approved-course-for-the-secondary-schools](http://mdek12.org/ease/approved-course-for-the-secondary-schools).



**Teacher Licensure**

The latest teacher licensure information can be found at [mdek12.org/oel/apply-for-an-educator-license](http://mdek12.org/oel/apply-for-an-educator-license).

**Professional Learning**

If you have specific questions about the content of any of the training sessions provided, please contact the RCU at 662.325.2510.

# Course Outlines

---

## One 1-Carnegie Unit Course

This curriculum consists of one 1-credit course.

### **Diversified Agriculture Agricultural Communications—Course Code: #####**

| <b>Unit</b>  | <b>Title</b>  | <b>Hours</b> |
|--------------|---|--------------|
| 1            | Careers in Agricultural Communications                                  | 15           |
| 2            | Research Strategies   | 10           |
| 3            | Writing   | 10           |
| 4            | Photography   | 10           |
| 5            | Graphic Design  | 10           |
| 6            | Print Layout Design   | 15           |
| 7            | Digital Audio Broadcast   | 15           |
| 8            | Videography   | 15           |
| 9            | Web Design  | 10           |
| 10           | Using Social Media  | 10           |
| 11           | Communication Plan and Portfolio  | 10           |
| 12           | Immersion Into FFA and Supervised Agricultural Experience (SAE) for All | 10           |
| <b>Total</b> |   | 140          |

# Career Pathway Outlook

---

## Overview

The agricultural sciences career cluster covers the broad field of occupations related to the production and use of plants and animals for food, fiber, aesthetic, and environmental purposes. According to the U.S. Department of Agriculture, during the next five years (2020-2025) 59,400 jobs are expected to open in food, agriculture, renewable natural resources, or the environment for graduates with bachelor's or higher degrees in those areas. Almost half of those jobs will be in management and business at 42%; 31% in science, technology, engineering, and math in agriculture; 13% in sustainable food and biomaterials production; and 14% in education, communication, and government services. According to USDA, agriculture, food, and related industries contributed \$1.109 trillion to the U.S. gross domestic product (GDP) in 2019. The Mississippi Department of Agriculture and Commerce reports that agriculture is Mississippi's number one industry at \$7.35 billion and employing approximately 17.4% of the state's workforce.

Diversified agriculture will target careers at the professional and technical levels in agriculture. Students enrolled in these courses should be better prepared to pursue degrees at the community college and four-year college levels.

## Needs of the Future Workforce

Data for this synopsis were compiled from the Mississippi Department of Employment Security (MDES) (2018). Employment opportunities for each of the occupations are listed below:

Table 1.1: Current and Projected Occupation Report

| Description                            | Jobs, 2018 | Projected Jobs, 2028 | Change (Number) | Change (Percent) | Average Yearly Earnings, 2021 |
|--|------------|----------------------|-----------------|------------------|-------------------------------|
| Communications Teachers, Postsecondary | 160        | 170                  | 10              | 6.3%             | \$62,920                      |
| Graphic Designers                      | 1,080      | 1,130                | 50              | 4.6%             | \$42,530                      |
| Broadcast News Analysts                | 90         | 90                   | 0               | 0%               | N/A                           |
| Technical Writers                      | 170        | 190                  | 20              | 11.8%            | \$78,450                      |
| Writers and Authors                    | 620        | 620                  | 0               | 0%               | \$58,380                      |
| Media Communication Workers, All Other | 60         | 60                   | 0               | 0%               | \$38,440                      |

Source: Mississippi Department of Employment Security; mdes.ms.gov (2021).

## Perkins V Requirements and Academic Infusion

The agricultural communications curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in agricultural communications fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for agricultural industry careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Lastly, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

**Transition to Postsecondary Education**

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, [mccb.edu](http://mccb.edu).

## **Best Practices**

### *Innovative Instructional Technologies*

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The agricultural communications educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

### *Differentiated Instruction*

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunity to succeed.

### *CTE Student Organizations*

Teachers should investigate opportunities to sponsor a student organization. The National FFA Organization is the student organization for this pathway and will foster the types of learning expected from the agricultural communications curriculum. FFA provides students with growth opportunities and competitive events and opens the doors to the world of agriculture and scholarship opportunities.

### *Cooperative Learning*

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The agricultural communications curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the curriculum that will allow and encourage collaboration with professionals currently in the agricultural communications field.

### *Work-Based Learning*

Work-based learning is an extension of understanding competencies taught in the agricultural communications classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and agriscience professionals. Thus, supervised collaboration and immersion into the agriculture industry around the students are keys to students' success, knowledge, and skills development.

# Professional Organizations

---

American Association for Agricultural Education (AAAE)

[aaaeonline.org](http://aaaeonline.org)

Association for Career and Technical Education (ACTE)

[acteonline.org](http://acteonline.org)

Mississippi ACTE

[mississippiacte.com](http://mississippiacte.com)

Mississippi FFA/Mississippi Association of Vocational Agriculture Teachers (MAVAT)

[mississippiffa.org](http://mississippiffa.org)

National Association of Agricultural Educators (NAAE)

[naae.org](http://naae.org)

National FFA Organization

[ffa.org](http://ffa.org)

# Using This Document

---

## **Competencies and Suggested Objectives**

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students are expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level. Teachers can teach the competencies in ways other than the listed objectives if they allow for mastery of the competencies. Teachers can also teach the units and competencies in the order that they prefer as long as they teach necessary material allotted for that specific course or credit they are teaching at the time.

## **Teacher Resources**

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at [rcu.msstate.edu/curriculum/curriculumdownload.aspx](http://rcu.msstate.edu/curriculum/curriculumdownload.aspx). All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, [send a Help Desk ticket to the RCU](#) by emailing [helpdesk@rcu.msstate.edu](mailto:helpdesk@rcu.msstate.edu).

## **Perkins V Quality Indicators and Enrichment Material**

Some of the units may include an enrichment section at the end. If the diversified agriculture agricultural communications program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the diversified agriculture agricultural communications program is using a national certification, work-based learning, or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

# Unit 1: Careers in Agricultural Communications

---

| <b>Competencies and Suggested Objectives</b>   |   |
|--|---|
| 1. Discuss career opportunities within the agricultural communications industry. <sup>DOK1</sup> | <ol style="list-style-type: none"><li>Define agricultural communications.</li><li>Explore the role of agricultural communicators in society.</li><li>Describe major agricultural communications organizations.</li><li>List possible careers in the agricultural communications field.</li><li>Create a graphic of agricultural communication trends in America.</li><li>Describe how communications practices have changed.</li><li>Identify current communications practices.</li></ol>   |
| 2. Investigate professionalism in the agriculture industry. <sup>DOK2</sup>                      | <ol style="list-style-type: none"><li>Explore protocols and the appropriate use of electronic communication.<ul style="list-style-type: none"><li>Email addresses</li><li>Electronic communication etiquette</li><li>Use of social media to communicate</li></ul></li><li>Demonstrate appropriate use of verbal communication.<ul style="list-style-type: none"><li>Introduction of self and others</li><li>Telephone business conversations</li><li>Telephone interviewing skills</li><li>Public introductions</li><li>Speaking with a microphone</li><li>Proper use of grammar and articulation</li></ul></li><li>Demonstrate the process of developing, delivering, and evaluating a professional presentation.<ul style="list-style-type: none"><li>Defining the purpose and target audience (e.g., speech, presentation, teaching, Prepared Public Speaking Leadership Development Event [LDE], Extemporaneous Public Speaking LDE, Employability Skills LDE, etc.)</li><li>Selecting an appropriate topic</li><li>Research and credible sources</li><li>Outlining (e.g., introduction, body, conclusion)</li><li>Crafting verbal delivery</li><li>Time management</li><li>Sign posting and transitions</li><li>Visual aids (e.g., physical or digital formatting)</li><li>Practicing/rehearsing</li><li>Interacting/engaging with the audience</li><li>Fielding questions</li><li>Evaluating, critiquing, and reflecting</li></ul></li><li>Demonstrate appropriate use of nonverbal communication.<ul style="list-style-type: none"><li>Handshakes</li><li>Eye contact</li><li>Posture</li><li>Facial expressions</li></ul></li></ol> |



- Gestures
- e. Prepare professional documents for various professional situations.
  - Cover letters
  - Résumé
  - Thank you notes
  - Business letters (e.g., memos, letters of complaint, two weeks' notice, resignation letter, etc.)
  - Electronic communication (e.g., email, text messaging, instant messaging, etc.)
- f. Exhibit the appropriate appearance for various professional situations.
  - Business attire
  - Business-casual attire
  - Hygiene
  - Interview attire
- g. Discuss ethical and professional issues related to communication in agriculture.
  - Confidentiality
  - Copyright
  - Response to opposing views
  - Risks in communication
  - Crisis communication

## Unit 2: Research Strategies

---

| <b>Competencies and Suggested Objectives</b>   |  |
|--|--|
| 1. Describe the two types of evidence used in writing. <sup>DOK1</sup>   |  |
| a. Explain the two types of evidence used in writing. <ul style="list-style-type: none"> <li>• First-hand research</li> <li>• Second-hand research</li> </ul>  |  |
| 2. Critique sources of information to determine credibility and reliability. <sup>DOK3</sup>   |  |
| a. Identify and critique sources of information to determine creditability and reliability. <ul style="list-style-type: none"> <li>• Types of credible sources (e.g., academic journal articles, popular press, personal communication, electronic media, etc.)</li> <li>• Source search strategies</li> <li>• Author's name and spelling (i.e., Can the author be identified?)</li> <li>• Publication date</li> <li>• Author's purpose</li> </ul>   |  |
| 3. Collect and organize information utilizing effective note-taking techniques. <sup>DOK2</sup>  |  |
| a. Identify the six key components of news. <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• Where?</li> <li>• When?</li> <li>• Why?</li> <li>• How?</li> </ul> b. Distinguish between direct and indirect quotes.<br>c. Summarize information from an interview, conversation, or press conference.<br>d. Critique information and assess whether it is newsworthy.<br>e. Compare note-taking styles. <ul style="list-style-type: none"> <li>• Tools for note-taking</li> <li>• Shorthand</li> <li>• Abbreviations</li> </ul> f. Analyze facts and information for accuracy. <ul style="list-style-type: none"> <li>• Follow up to verify information and details</li> <li>• Spell check</li> <li>• Data/numbers/date verification</li> <li>• How to attribute/cite sources</li> </ul> |  |
| 4. Apply interviewing and questioning techniques. <sup>DOK3</sup>  |  |
| a. Gather background information about the subject of the story.<br>b. Identify sources of information used when interviewing. <ul style="list-style-type: none"> <li>• Face to face</li> <li>• Interactive video</li> <li>• Press conference</li> <li>• Panel discussion</li> <li>• Written/email</li> <li>• Phone interview</li> </ul>   |  |

- c. Distinguish between open- and close-ended questions.
  - Leading questions
  - Probing questions
  - Mirror questions
- d. Differentiate between appropriate and inappropriate interview questions.
- e. Develop a list of appropriate open-ended questions.
- f. Demonstrate interviewing skills and etiquette.
  - Breaking the ice
  - Prompts
  - Appropriate use of silence
  - Body language
  - Following up to confirm information
  - Setting the mood
  - Selecting the appropriate time and location for the interview
  - Getting the story/staying on track with the questioning
  - Addressing the “elephant in the room” and being tactful
- g. Conduct an interview for a news story.

## Unit 3: Writing

---

| Competencies and Suggested Objectives   |   |
|---|---|
| 1. Recognize correct Associated Press (AP) writing style when writing and editing a journalistic piece. <sup>DOK2</sup>                 | a. Use an <i>AP Stylebook</i> and correct proofreading marks to correct grammar, punctuation, and usage errors in a journalistic piece.   |
| 2. Recognize correct American Psychological Association (APA) formatting when writing and editing professional writing. <sup>DOK2</sup> | a. Use an <i>APA Manual</i> to format a professional document.  |
| 3. Investigate different types of journalistic writing. <sup>DOK3</sup>   | a. Describe the key elements of a news story, feature story, and a press release.<br>b. Explain the use of inverted pyramid structure in journalistic writing.<br>c. Apply concepts of journalistic writing, interviewing, and note-taking to construct a news story, feature story, and/or a press release.<br>d. Critique journalistic writing using AP style and proofreading marks. |
| 4. Investigate different types of opinion writing. <sup>DOK3</sup>  | a. Describe key elements of opinion writing. <ul style="list-style-type: none"><li>• Letter to the editor</li><li>• Blog</li><li>• Opinion editorial (Op-ed)</li></ul> b. Apply concepts of opinion writing to construct an opinion piece.<br>c. Critique opinion writing using AP style and proofreading marks.  |

## Unit 4: Photography

---

### Competencies and Suggested Objectives

1. Describe photography and how it applies to agricultural communications. <sup>DOK1</sup>
  - a. Identify how photography is used in agricultural communications.
    - Sales and marketing
    - Print layout
    - Historical documentation
    - Art
    - Public relations
    - Photojournalism (i.e., photographic storytelling)
  - b. Compare and contrast types of cameras.
    - Film
    - Digital (e.g., digital single-lens reflex [DSLR] or mirrorless)
    - Smart phone
  - c. List types of equipment used in photography.
    - Lighting equipment (e.g., reflector, ring light, LED box light, flash kit, etc.)
    - Camera accessories (e.g., tripod, backdrop kit, remote shutter release, etc.)
    - Lenses
  - d. Select an appropriate camera and equipment based on subject matter and situation.
    - Environmental elements (e.g., lighting, background, time of day, etc.)
    - Action/still photo
    - Resolution needs (e.g., use of photo)
  - e. Adjust camera settings for various scenarios.
    - Manual vs. automatic settings
    - Manual vs. automatic focus
    - Zoom
    - Flash (i.e., built-in vs. external)
    - ISO (i.e., the amount of light entering the camera)
    - Aperture (i.e., depth of field)
    - Shutter speed (i.e., speed the lens closes)
  - f. List and describe elements of photo composition.
    - Background distractions
    - Simplicity
    - Framing
    - Rule of thirds
    - Centering and symmetry
    - Leading lines
    - Layers
  - g. List elements of photo manipulation.
    - Filters/presets
    - Cropping
    - Resizing/resolutions

|  |
|--|
| <ul style="list-style-type: none"> <li>• Red eye</li> <li>• Exposure</li> <li>• Color</li> <li>• Accessibility (e.g., alt-text, colorblind adaptable, etc.)</li> </ul>   |
| <p>2. Apply elements of photo composition and manipulation to capture and edit an image. <sup>DOK3</sup></p> <ol style="list-style-type: none"> <li>a. Capture an appropriate image using elements of photo composition.</li> <li>b. Edit a photo using photo manipulation elements in Adobe Photoshop™ or a similar photo editing program.</li> </ol> |

## Unit 5: Graphic Design

---

|   |
|---|
| <ol style="list-style-type: none"><li>1. Describe graphic design and how it applies to agricultural communications.<sup>DOK1</sup><ol style="list-style-type: none"><li>a. Identify how graphic design is used in agricultural communications.<ul style="list-style-type: none"><li>• Brand identification</li><li>• Use of graphics and logos</li></ul></li><li>b. List and describe the basic principles used in graphic design.<ul style="list-style-type: none"><li>• Alignment</li><li>• Balance</li><li>• Contrast</li><li>• Dominance</li><li>• Repetition</li><li>• White space</li><li>• Color</li></ul></li><li>c. Differentiate between typefaces and their uses.<ul style="list-style-type: none"><li>• Serif</li><li>• Sans serif</li><li>• Decorative</li></ul></li></ol></li></ol> |
| <ol style="list-style-type: none"><li>2. Apply principles of graphic design to create a logo.<sup>DOK3</sup><ol style="list-style-type: none"><li>a. Create a graphic using appropriate elements of design.</li><li>b. Design a logo using Adobe Illustrator<sup>™</sup> or a similar graphic design program.</li></ol></li></ol>   |

## Unit 6: Print Layout Design

---

### Competencies and Suggested Objectives

1. Describe print layout design and how it applies to agricultural communications. <sup>DOK1</sup>
  - a. Identify how print layout design is used agricultural communications.
    - Magazine layout
    - Infographics
    - Event programs
    - Newsletters and flyers
    - Banners and posters
    - Social media
  - b. Identify factors to consider when designing a layout.
    - Audience
    - Purpose
    - Color format (e.g., cyan, yellow, magenta, key [CMYK] vs. red, blue, green [RBG])
    - Budget
    - Application (e.g., advocacy, education, advertising, etc.)
    - Appearance
  - c. Identify elements of print design layout.
    - Nameplate
    - Leading
    - Tracking
    - Kerning
    - Headline
    - Deck
    - Byline
    - Graphics
    - Typefaces
    - Caption
    - Margin
    - Pull quote
    - End sign
    - Body copy
    - Photo caption
    - Color palettes
    - Accessibility (e.g., alt-text, colorblind adaptable, multilingual, etc.)
2. Apply elements of print layout design. <sup>DOK3</sup>
  - a. Create a sketch of a page layout using text, photos, and graphics.
  - b. Create an electronic version of a layout using Adobe InDesign™ or a similar layout design program.



## Unit 7: Digital Audio Broadcast

---

### Competencies and Suggested Objectives

1. Describe a digital audio broadcast and how it applies to agricultural communications. <sup>DOK1</sup>
  - a. Identify how broadcasting is used in agricultural communications.
    - Radio
    - Podcasts
    - Public service announcements
  - b. Identify the benefits of audio broadcasts.
    - Inexpensive
    - Large reach
    - Effective at building public awareness
    - Popular
  - c. List and describe equipment used in producing an audio broadcast.
    - Types of microphones (e.g., internal and external)
    - Types recording devices
  - d. Identify factors to consider when planning and recording audio.
    - Audience
    - Purpose
    - Application (e.g., advocacy, education, advertising, etc.)
    - Personality
    - Air check
    - Planning (e.g., script writing, rehearsal, research)
    - Timing
2. Investigate the components of a digital audio broadcast script. <sup>DOK3</sup>
  - a. Describe broadcast writing style.
    - Brief, simple sentences
    - Round off large numbers
    - Write the way you speak
  - b. List and describe the components of a script.
    - Identifying the topic
    - Purpose/focus
    - Opening statement
    - Transition statement to the main message
      - Why should I care? (WSIC)
      - Tell me a story. (TMAS)
    - Interview questions (i.e., What do you want to know? Research your subject.)
    - Closing/the reason why (TRW)
    - Sign off

- |  |
|--|
| <p>3. Apply concepts of digital audio broadcasting to capture and edit an audio recording.<sup>DOK3</sup></p> <ul style="list-style-type: none"><li>a. Utilize a broadcast writing style to write scripts that incorporate interviews and audio recordings.</li><li>b. Role-play a broadcasting personality to demonstrate engagement with listeners.</li><li>c. Rehearse a script and capture an appropriate audio recording.</li><li>d. Edit and publish a podcast using Audacity<sup>TM</sup> or a similar digital audio broadcast program.</li></ul> |
|--|

## Unit 8: Videography

---

### Competencies and Suggested Objectives

1. Describe videography and how it applies to agricultural communications. <sup>DOK1</sup>
  - a. Identify how videography is used in agricultural communications.
    - Sales and marketing
    - Art
    - Public service announcements
  - b. Identify factors to consider when planning and recording video.
    - Audience
    - Purpose
    - Application (e.g., advocacy, education, advertising, etc.)
    - Personality
    - Planning (e.g., script writing, rehearsal, research)
    - Timing
  - c. Compare and contrast types of video cameras.
    - DSLR camera
    - Smart phone/tablet
    - GoPro
    - High-definition video (HDV) camcorder
  - d. Select an appropriate video camera based on subject matter and situation.
    - Environmental elements (e.g., lighting, background, time of day, background noise, etc.)
    - Use of video
    - Format for saving
    - Audio quality
  - e. List types of equipment used in videography.
    - Lighting equipment (e.g., ring light, LED box light, etc.)
    - Audio equipment (e.g., lapel mic, boom mic, etc.)
    - Video accessories (e.g., motion stabilizer, backdrop kit, etc.)
  - f. Identify elements of video recording.
    - Shots
    - Angles
    - Sequence
    - Movement
    - Framing
    - Continuity
  - g. Identify elements of final video composition.
    - B-roll
    - Still shots
    - Transitions
    - Audio
    - On-screen text (e.g., introduction of speaker and title)

|   |
|---|
| <ul style="list-style-type: none"> <li>• Introduction, credits, and attribution</li> <li>• Accessibility (e.g., alt-text, captioning, colorblind adaptable, multilingual, etc.)</li> </ul>  |
| <p>2. Design a storyboard for a video project. <sup>DOK4</sup></p> <ol style="list-style-type: none"> <li>Determine the story angle.</li> <li>Identify interview candidates.</li> <li>Formulate a list of ideas for footage to use in the video.</li> <li>Illustrate ideas in a storyboard format with shot list abbreviations.</li> </ol>  |
| <p>3. Write a script for a video project based upon a storyboard. <sup>DOK4</sup></p> <ol style="list-style-type: none"> <li>Describe the two main parts of a video script. <ul style="list-style-type: none"> <li>• Scene description (e.g., background, scenery, music, props, etc.)</li> <li>• Dialogue (e.g., words spoken by the actors)</li> </ul> </li> <li>Construct a script appropriate for a video project from a storyboard.</li> </ol>   |
| <p>4. Apply concepts of videography to capture and edit a video clip. <sup>DOK4</sup></p> <ol style="list-style-type: none"> <li>Rehearse the storyboard and script for recording and capture an appropriate audio clip.</li> <li>Record a video using the rules of filming. <ul style="list-style-type: none"> <li>• Keep it short.</li> <li>• Test auto-focus.</li> <li>• Create a good shooting environment.</li> <li>• Use a simple background.</li> <li>• Use a microphone.</li> <li>• Pay attention to noises around you.</li> <li>• Use adequate lighting.</li> <li>• Use a tripod/motion stabilizer.</li> <li>• Use the zoom feature appropriately.</li> </ul> </li> <li>Edit and publish a video using Adobe Premiere Pro<sup>™</sup> or a similar digital video editing program.</li> </ol> |

## Unit 9: Web Design

| Competencies and Suggested Objectives   |   |
|---|---|
| 1. Describe web design and how it applies to agricultural communications. <sup>DOK1</sup> | <ol style="list-style-type: none"> <li>Identify how web design is used in agricultural communications. <ul style="list-style-type: none"> <li>Branding</li> <li>Public relations</li> <li>Sales and marketing</li> </ul> </li> <li>Identify factors to consider when designing a website. <ul style="list-style-type: none"> <li>Audience</li> <li>Purpose</li> <li>Image</li> <li>Competition</li> <li>Content (e.g., text, photos, audio, video, graphics, etc.)</li> <li>Maintenance</li> <li>Application (e.g., advocacy, education, advertising, etc.)</li> <li>Growth</li> <li>Planning</li> </ul> </li> <li>List elements of an effective website. <ul style="list-style-type: none"> <li>Appearance</li> <li>Content</li> <li>Functionality</li> <li>Usability (e.g., breadcrumbs, search bar, meta tags, etc.)</li> <li>Accessibility (e.g., alt-text, captioning, colorblind adaptable, multilingual, etc.)</li> </ul> </li> <li>Compare and contrast good and bad websites.</li> <li>Identify web hosting businesses. <ul style="list-style-type: none"> <li>Free (e.g., WordPress<sup>™</sup>, Blogspot<sup>™</sup>, etc.)</li> <li>Paid (e.g., Wild Apricot<sup>™</sup>, Mango<sup>™</sup>, etc.)</li> </ul> </li> </ol> |
| 2. Analyze web design code. <sup>DOK3</sup>   | <ol style="list-style-type: none"> <li>Distinguish between the types of website code. <ul style="list-style-type: none"> <li>HyperText Markup Language (HTML)</li> <li>Cascading Style Sheets (CSS)</li> </ul> </li> <li>Interpret HTML code as it applies to web design.</li> </ol>  |
| 3. Illustrate a plan for a website. <sup>DOK3</sup>                                       | <ol style="list-style-type: none"> <li>Identify website development components. <ul style="list-style-type: none"> <li>Audience</li> <li>Purpose</li> <li>Content</li> <li>Competition</li> <li>Management and maintenance</li> <li>Future growth</li> </ul> </li> <li>Create a draft of a website.</li> <li>Write HTML code to draft the website layout.</li> </ol>  |
| 4. Apply concepts of web design to create a website. <sup>DOK3</sup>                      |   |

a. Create a website using WordPress<sup>™</sup> or a similar web hosting site.

## Unit 10: Using Social Media

---

| Competencies and Suggested Objectives  |
|--|
| 1. Define social media and how it applies to agricultural communications. <sup>DOK1</sup> <ul style="list-style-type: none"><li>a. Identify how social media is used in agricultural communications.<ul style="list-style-type: none"><li>• Education</li><li>• Advocacy</li><li>• Promotion</li><li>• Sales and marketing</li><li>• Branding</li></ul></li><li>b. Compare and contrast various social media outlets.</li><li>c. Research the use of social media by businesses, agencies, corporations, and special interest groups in the agriculture industry.</li><li>d. Summarize advantages and disadvantages of using social media.</li><li>e. Formulate goals related to social media outreach.</li></ul>  |
| 2. Promote agricultural interests through social media outlets. <sup>DOK3</sup> <ul style="list-style-type: none"><li>a. Create a social media integration plan.<ul style="list-style-type: none"><li>• Audience analysis</li><li>• Platform/type of media</li><li>• Goals and objectives</li><li>• Plan to gain followers</li><li>• Plan to engage followers</li><li>• General idea for the messages to be posted</li><li>• Content (e.g., text, photo, video, audio, website link, infographic, etc.)</li><li>• Post scheduling</li><li>• Accessibility (e.g., alt-text, captioning, colorblind adaptable, multilingual, etc.)</li><li>• Evaluation method</li></ul></li><li>b. Implement and manage a social media integration plan.</li><li>c. Analyze a social media integration plan's impact.</li></ul> |

## Unit 11: Communication Plan and Portfolio

---

| Competencies and Suggested Objectives  |
|--|
| <ol style="list-style-type: none"><li>1. Design a media plan. <sup>DOK3</sup><ol style="list-style-type: none"><li>a. Write a media plan using APA format and including the required components.<ul style="list-style-type: none"><li>• Cover page</li><li>• Table of contents</li><li>• Introduction and overview, including the benefit of the plan and objectives</li><li>• Target audience</li><li>• Strategic plan and tactics, including key messages, an action plan, a plan to attract media, social media plan, etc.</li><li>• Timeline</li><li>• Evaluation</li><li>• Budget</li><li>• Conclusion</li><li>• References</li><li>• Appendices (e.g., broadcast ad, print ad, press release, flyer, brochure, website, blog, or display)</li></ul></li><li>b. Present the media plan to a target audience.</li></ol></li><li>2. Develop a professional communication portfolio. <sup>DOK3</sup><ol style="list-style-type: none"><li>a. Compile evidence of communication components.<ul style="list-style-type: none"><li>• Writing</li><li>• Multimedia</li><li>• Graphic design</li></ul></li><li>b. Present the communication portfolio to a targeted audience.</li></ol></li></ol> |



## Unit 12: Immersion Into FFA and Supervised Agricultural Experience (SAE) for All

---

| <b>Competencies and Suggested Scenarios</b>  |
|--|
| <ol style="list-style-type: none"><li>1. Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. <sup>DOK 3</sup><ol style="list-style-type: none"><li>a. Actively participate in FFA activities.<ul style="list-style-type: none"><li>• Leadership Development Events (LDEs)<ul style="list-style-type: none"><li>○ Prepared Public Speaking LDE</li><li>○ Extemporaneous Public Speaking LDE</li><li>○ Employment Skills LDE</li><li>○ Agricultural Issues LDE</li></ul></li><li>• Career Development Events (CDEs)<ul style="list-style-type: none"><li>○ Agricultural Communications CDE</li><li>○ Marketing Plan CDE</li><li>○ Agricultural Sales CDE</li></ul></li><li>• Leadership retreats or conferences</li><li>• Industry-related seminars, workshops, or conferences</li><li>• Other related FFA activities</li></ul></li></ol></li><li>2. Apply concepts learned from the school-based agricultural education program to continue the progression of immersion SAEs. <sup>DOK 4</sup><ol style="list-style-type: none"><li>a. Redefine and adjust requirements of agreements between the student, parents, supervisor, and/or employer.</li><li>b. Update SAE records using an electronic/computer-based system of record keeping.<ul style="list-style-type: none"><li>• SAE program goals</li><li>• Student inventory related to the SAE program</li><li>• Expense records</li><li>• Income/gift and scholarship records</li><li>• Skill-attainment records</li><li>• Leadership-activity records and participation in FFA activities</li><li>• Community service hours</li></ul></li><li>c. Complete degree and proficiency award applications as they apply to the SAE.</li></ol></li></ol> |

# Student Competency Profile

---

Student's Name: \_\_\_\_\_

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

| Unit 1: Careers in Agricultural Communications |    |  |
|--|----|--|
|  | 1. | Discuss career opportunities within the agricultural communications industry.  |
|  | 2. | Investigate professionalism in the agriculture industry.   |
| Unit 2: Research Strategies                    |    |  |
|  | 1. | Describe the two types of evidence used in writing.  |
|  | 2. | Critique sources of information to determine credibility and reliability.  |
|  | 3. | Collect and organize information utilizing effective note-taking techniques.   |
|  | 4. | Apply interviewing and questioning techniques.   |
| Unit 3: Writing                                |    |  |
|  | 1. | Recognize correct Associated Press (AP) writing style when writing and editing a journalistic piece.                 |
|  | 2. | Recognize correct American Psychological Association (APA) formatting when writing and editing professional writing. |
|  | 3. | Investigate different types of journalistic writing.   |
|  | 4. | Investigate different types of opinion writing.  |
| Unit 4: Photography                            |    |  |
|  | 1. | Describe photography and how it applies to agricultural communications.  |
|  | 2. | Apply elements of photo composition and manipulation to capture and edit an image.                                   |
| Unit 5: Graphic Design                         |    |  |
|  | 1. | Describe graphic design and how it applies to agricultural communications.   |
|  | 2. | Apply principles of graphic design to create a logo.   |
| Unit 6: Print Layout Design                    |    |  |
|  | 1. | Describe print layout design and how it applies to agricultural communications.                                      |
|  | 2. | Apply elements of print layout design.   |

|   |    |   |
|---|----|---|
| <b>Unit 7: Digital Audio Broadcast</b>  |    |   |
|   | 1. | Describe a digital audio broadcast and how it applies to agricultural communications.   |
|   | 2. | Investigate the components of a digital audio broadcast script.   |
|   | 3. | Apply concepts of digital audio broadcasting to capture and edit an audio recording.  |
| <b>Unit 8: Videography</b>  |    |   |
|   | 1. | Describe videography and how it applies to agricultural communications.   |
|   | 2. | Design a storyboard for a video project.  |
|   | 3. | Write a script for a video project based upon a storyboard.   |
|   | 4. | Apply concepts of videography to capture and edit a video clip.   |
| <b>Unit 9: Web Design</b>   |    |   |
|   | 1. | Describe web design and how it applies to agricultural communications.  |
|   | 2. | Analyze web design code.  |
|   | 3. | Illustrate a plan for a website.  |
|   | 4. | Apply concepts of web design to create a website.   |
| <b>Unit 10: Using Social Media</b>  |    |   |
|   | 1. | Define social media and how it applies to agricultural communications.  |
|   | 2. | Promote agricultural interests through social media outlet(s).  |
| <b>Unit 11: Communication Plan and Portfolio</b>  |    |   |
|   | 1. | Design a media plan.  |
|   | 2. | Develop a professional communication portfolio.   |
| <b>Unit 12: Immersion Into FFA and Supervised Agricultural Experience (SAE) for All</b> |    |   |
|   | 1. | Participate in local, state, and/or national FFA activities that provide opportunities for leadership development and career exploration. |
|   | 2. | Apply concepts learned from the school-based agricultural education program to continue the progression of immersion SAEs.                |

Source: *Miss. Code Ann. §§ 37-1-3 and 37-31-103*

## Appendix: Industry Standards

| <b>Framework for AFNR Content Standards and Performance Elements Crosswalk for Diversified Agriculture Agricultural Communications</b> |      |   |   |   |   |   |   |   |   |   |    |    |    |
|--|------|---|---|---|---|---|---|---|---|---|----|----|----|
|  | Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| AFNR   |      |   |   |   |   |   |   |   |   |   |    |    |    |
| ABS- Agribusiness Systems  |      | X |   |   |   |   |   |   |   |   |    | X  | X  |
| AS- Animal Systems   |      |   |   |   |   |   |   |   |   |   |    |    |    |
| BS- Biotechnology  |      |   |   |   |   |   |   |   |   |   |    |    |    |
| CRP- Career Ready Practices  |      | X | X | X | X | X | X | X | X | X | X  | X  | X  |
| CS- AFNR Cluster Skill   |      | X | X | X | X | X | X | X | X | X | X  | X  | X  |
| ES- Environmental Service Systems  |      |   |   |   |   |   |   |   |   |   |    |    |    |
| FPP- Food Products and Processing Systems  |      |   |   |   |   |   |   |   |   |   |    |    |    |
| NRS- Natural Resource Systems  |      |   |   |   |   |   |   |   |   |   |    |    |    |
| PS- Plant Systems  |      |   |   |   |   |   |   |   |   |   |    |    |    |
| PST- Power, Structural, and Technical Systems  |      |   |   |   |   |   |   |   |   |   |    |    |    |

### AFNR Pathway Content Standards and Performance Elements

The AFNR Pathway Content Standards and Performance Elements are adapted from *National Agriculture, Food, and Natural Resources (AFNR) Career Cluster Content Standards*. Reprinted with permission from the National Council for Agricultural Education, 1410 King St., Suite 400, Alexandria, VA 22314, 800.772.0939. Copyright © 2015. A complete copy of the national standards can be downloaded from the Team Ag Ed Learning Center at [thecouncil.ffa.org/afnr](http://thecouncil.ffa.org/afnr)

**ABS AGRIBUSINESS SYSTEMS**  
**AS ANIMAL SYSTEMS**  
**BS BIOTECHNOLOGY**  
**CRP CAREER READY PRACTICES**  
**CS AGRICULTURE FOOD AND NATURAL RESOURCES CLUSTER SKILL**  
**ES ENVIRONMENTAL SERVICE SYSTEMS**  
**FPP FOOD PRODUCTS AND PROCESSING SYSTEMS**  
**NRS NATURAL RESOURCE SYSTEMS**  
**PS PLANT SYSTEMS**  
**PST POWER, STRUCTURAL, AND TECHNICAL SYSTEMS**

## Agribusiness Systems Career Pathway Content Standards

The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management including, but not limited to, record keeping, budget management (cash and credit), and business planning, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application and management of agribusiness systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Agribusiness Systems (AG-ABS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**ABS.01. CCTC Standard:** Apply management planning principles in AFNR businesses.

**ABS.01.01. Performance Indicator:** Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.

**ABS.01.02. Performance Indicator:** Read, interpret, evaluate and write statements of purpose to guide business goals, objectives and resource allocation.

**ABS.01.03. Performance Indicator:** Devise and apply management skills to organize and run an AFNR business in an efficient, legal and ethical manner.

**ABS.01.04. Performance Indicator:** Evaluate, develop and implement procedures used to recruit, train and retain productive human resources for AFNR businesses.

**ABS.02. CCTC Standard:** Use record keeping to accomplish AFNR business objectives, manage budgets and comply with laws and regulations.

**ABS.02.01. Performance Indicator:** Apply fundamental accounting principles, systems, tools and applicable laws and regulations to record, track and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).

**ABS.02.02. Performance Indicator:** Assemble, interpret and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).

**ABS.03. CCTC Standard:** Manage cash budgets, credit budgets and credit for an AFNR business using generally accepted accounting principles.

**ABS.03.01. Performance Indicator:** Develop, assess and manage cash budgets to achieve AFNR business goals.

**ABS.03.02. Performance Indicator:** Analyze credit needs and manage credit budgets to achieve AFNR business goals.

**ABS.04. CCTC Standard:** Develop a business plan for an AFNR business.

**ABS.04.01. Performance Indicator:** Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.

**ABS.04.02. Performance Indicator:** Develop production and operational plans for an AFNR business.

**ABS.04.03. Performance Indicator:** Identify and apply strategies to manage or mitigate risk.

**ABS.05. CCTC Standard:** Use sales and marketing principles to accomplish AFNR business objectives.

**ABS.05.01. Performance Indicator:** Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.

**ABS.05.02. Performance Indicator:** Assess and apply sales principles and skills to accomplish AFNR business objectives.

**ABS.05.03. Performance Indicator:** Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.

## **Animal Systems Career Pathway Content Standards**

The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, and management and processing, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards*** – These are the standards for Animal Systems (AG-AS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators*** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**AS.01. CCTC Standard:** Analyze historic and current trends impacting the animal systems industry.

**AS.01.01. Performance Indicator:** Evaluate the development and implications of animal origin, domestication and distribution on production practices and the environment.

**AS.01.02. Performance Indicator:** Assess and select animal production methods for use in animal systems based upon their effectiveness and impacts.

- AS.01.03. Performance Indicator:** Analyze and apply laws and sustainable practices to animal agriculture from a global perspective.
- AS.02. CCTC Standard:** Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.
- AS.02.01. Performance Indicator:** Demonstrate management techniques that ensure animal welfare.
- AS.02.02. Performance Indicator:** Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).
- AS.03. CCTC Standard:** Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.
- AS.03.01. Performance Indicator:** Analyze the nutritional needs of animals.
- AS.03.02 Performance Indicator:** Analyze feed rations and assess if they meet the nutritional needs of animals.
- AS.03.03 Performance Indicator:** Utilize industry tools to make animal nutrition decisions.
- AS.04. CCTC Standard:** Apply principles of animal reproduction to achieve desired outcomes for performance, development and/or economic production.
- AS.04.01. Performance Indicator:** Evaluate animals for breeding readiness and soundness.
- AS.04.02. Performance Indicator:** Apply scientific principles to select and care for breeding animals.
- AS.04.03 Performance Indicator:** Apply scientific principles to breed animals.
- AS.05. CCTC Standard:** Evaluate environmental factors affecting animal performance and implement procedures for enhancing performance and animal health.
- AS.05.01. Performance Indicator:** Design animal housing, equipment and handling facilities for the major systems of animal production.
- AS.05.02. Performance Indicator:** Comply with government regulations and safety standards for facilities used in animal production.
- AS.06. CCTC Standard:** Classify, evaluate and select animals based on anatomical and physiological characteristics.
- AS.06.01. Performance Indicator:** Classify animals according to taxonomic classification systems and use (e.g. agricultural, companion, etc.).
- AS.06.02. Performance Indicator:** Apply principles of comparative anatomy and physiology to uses within various animal systems.
- AS.06.03. Performance Indicator:** Select and train animals for specific purposes and maximum performance based on anatomy and physiology.
- AS.07. CCTC Standard:** Apply principles of effective animal health care.
- AS.07.01. Performance Indicator:** Design programs to prevent animal diseases, parasites and other disorders and ensure animal welfare.

**AS.07.02. Performance Indicator:** Analyze biosecurity measures utilized to protect the welfare of animals on a local, state, national, and global level.

**AS.08. CCTC Standard:** Analyze environmental factors associated with animal production.

**AS.08.01. Performance Indicator:** Design and implement methods to reduce the effects of animal production on the environment.

**AS.08.02. Performance Indicator:** Evaluate the effects of environmental conditions on animals and create plans to ensure favorable environments for animals.

## **Common Career Technical Core Career Ready Practices Content Standards**

The CCTC CRPs encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision-making, creativity and innovation, critical-thinking, problem solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills and behaviors that are important to career ready through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community etc.).

**DEFINITIONS:** Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards*** – These are the standards for CRPs from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators*** –These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a CTE program of study.

**CRP.01. CCTC Standard:** Act as a responsible and contributing citizen and employee.

**CRP.01.01. Performance Indicator:** Model personal responsibility in the workplace and community.

**CRP.01.02 Performance Indicator:** Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.

**CRP.01.03. Performance Indicator:** Identify and act upon opportunities for professional and civic service at work and in the community.

**CRP.02. CCTC Standard:** Apply appropriate academic and technical skills.

**CRP.02.01. Performance Indicator:** Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.



- CRP.02.02. Performance Indicator:** Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.
- CRP.03. CCTC Standard:** Attend to personal health and financial well-being.
- CRP.03.01. Performance Indicator:** Design and implement a personal wellness plan.
- CRP.03.02. Performance Indicator:** Design and implement a personal financial management plan.
- CRP.04. CCTC Standard:** Communicate clearly, effectively and with reason.
- CRP.04.01. Performance Indicator:** Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
- CRP.04.02. Performance Indicator:** Produce clear, reasoned and coherent written and visual communication in formal and informal settings.
- CRP.04.03. Performance Indicator:** Model active listening strategies when interacting with others in formal and informal settings.
- CRP.05. CCTC Standard:** Consider the environmental, social and economic impacts of decisions.
- CRP.05.01. Performance Indicator:** Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.
- CRP.05.02. Performance Indicator:** Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.
- CRP.06. CCTC Standard:** Demonstrate creativity and innovation.
- CRP.06.01. Performance Indicator:** Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.
- CRP.06.02. Performance Indicator:** Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.
- CRP.06.03. Performance Indicator:** Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.
- CRP.07. CCTC Standard:** Employ valid and reliable research strategies.
- CRP.07.01. Performance Indicator:** Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.
- CRP.07.02. Performance Indicator:** Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.
- CRP.08. CCTC Standard:** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP.08.01. Performance Indicator:** Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

**CRP.08.02. Performance Indicator:** Investigate, prioritize and select solutions to solve problems in the workplace and community.

**CRP.08.03. Performance Indicator:** Establish plans to solve workplace and community problems and execute them with resiliency.

**CRP.09. CCTC Standard:** Model integrity, ethical leadership and effective management.

**CRP.09.01. Performance Indicator:** Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).

**CRP.09.02. Performance Indicator:** Implement personal management skills to function effectively and efficiently in the workplace (e.g., time management, planning, prioritizing, etc.).

**CRP.09.03. Performance Indicator:** Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).

**CRP.10. CCTC Standard:** Plan education and career path aligned to personal goals.

**CRP.10.01. Performance Indicator:** Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.

**CRP.10.02. Performance Indicator:** Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.

**CRP.10.03. Performance Indicator:** Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area.

**CRP.10.04. Performance Indicator:** Identify, prepare, update and improve the tools and skills necessary to pursue a chosen career path.

**CRP.11. CCTC Standard:** Use technology to enhance productivity.

**CRP.11.01. Performance Indicator:** Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.

**CRP.11.02. Performance Indicator:** Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

**CRP.12. CCTC Standard:** Work productively in teams while using cultural/global competence.

**CRP.12.01. Performance Indicator:** Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.

**CRP.12.02. Performance Indicator:** Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

## **Agriculture, Food, and Natural Resources Cluster Skill Content Standards**

The AFNR Cluster Skills (CS) encompasses the study of fundamental knowledge and skills related to all AFNR professions. Students completing a program of study in any AFNR career

pathway will demonstrate fundamental knowledge of the nature, scope and relationships of AFNR systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health and environmental practices; stewardship of natural resources; and exploration of career opportunities.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Agriculture, Food and Natural Resources Career Cluster® (AG) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** –These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**CS.01. CCTC Standard:** Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

**CS.01.01. Performance Indicator:** Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.

**CS.01.02. Performance Indicator:** Examine technologies and analyze their impact on AFNR systems.

**CS.01.03. Performance Indicator:** Identify public policies and examine their impact on AFNR systems.

**CS.02. CCTC Standard:** Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

**CS.02.01. Performance Indicator:** Research and use geographic and economic data to solve problems in AFNR systems.

**CS.02.02. Performance Indicator:** Examine the components of the AFNR systems and assess their impact on the local, state, national and global society and economy.

**CS.03. CCTC Standard:** Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.

**CS.03.01. Performance Indicator:** Identify and explain the implications of required regulations to maintain and improve safety, health and environmental management systems.

**CS.03.02. Performance Indicator:** Develop and implement a plan to maintain and improve health, safety and environmental compliance and performance.

**CS.03.03. Performance Indicator:** Apply health and safety practices to AFNR workplaces.

**CS.03.04. Performance Indicator:** Use appropriate protective equipment and demonstrate safe and proper use of AFNR tools and equipment.

**CS.04. CCTC Standard:** Demonstrate stewardship of natural resources in AFNR activities.

**CS.04.01. Performance Indicator:** Identify and implement practices to steward natural resources in different AFNR systems.

**CS.04.02. Performance Indicator:** Assess and explain the natural resource related trends, technologies and policies that impact AFNR systems.

**CS.05. CCTC Standard:** Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

**CS.05.01. Performance Indicator:** Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.).

**CS.06. CCTC Standard:** Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

**CS.06.01. Performance Indicator:** Examine and explain foundational cycles and systems of AFNR.

**CS.06.02. Performance Indicator:** Analyze and explain the connection and relationships between different AFNR systems on a national and global level.

## **Biotechnology Systems Career Pathway Content Standards**

The Biotechnology Systems (BS) Career Pathway encompasses the study of using data and scientific techniques to solve problems concerning living organisms with an emphasis on applications to agriculture, food and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of biotechnology in the context of AFNR.

Within each pathway, the standards are organized as follows:

- ***National Council for Agricultural Education (NCAE) Standard\**** – These are the standards set forth by the National Council for Agricultural Education for Biotechnology Systems. They define what students should know and be able to do after completing instruction in a program of study focused on applying biotechnology to AFNR systems.
- ***Performance Indicators*** – These statements distill each performance element into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related performance element at the conclusion of a program of study in this area.

**BS.01. NCAE Standard:** Assess factors that have influenced the evolution of biotechnology in agriculture (e.g., historical events, societal trends, ethical and legal implications, etc.).

**BS.01.01. Performance Indicator:** Investigate and explain the relationship between past, current and emerging applications of biotechnology in agriculture (e.g., major innovators, historical developments, potential applications of biotechnology, etc.).

**BS.01.02. Performance Indicator:** Evaluate the scope and implications of regulatory agencies on applications of biotechnology in agriculture and protection of public interests (e.g., health, safety, environmental issues, etc.).

**BS.01.03. Performance Indicator:** Analyze the relationship and implications of bioethics, laws and public perceptions on applications of biotechnology in agriculture (e.g., ethical, legal, social, cultural issues).

**BS.02. NCAE Standard:** Demonstrate proficiency by safely applying appropriate laboratory skills to complete tasks in a biotechnology research and development environment (e.g., standard operating procedures, record keeping, aseptic technique, equipment maintenance, etc.).

**BS.02.01. Performance Indicator:** Read, document, evaluate and secure accurate laboratory records of experimental protocols, observations and results.

**BS.02.02. Performance Indicator:** Implement standard operating procedures for the proper maintenance, use and sterilization of equipment in a laboratory.

**BS.02.03. Performance Indicator:** Apply standard operating procedures for the safe handling of biological and chemical materials in a laboratory.

**BS.02.04. Performance Indicator:** Safely manage and dispose of biological materials, chemicals and wastes according to standard operating procedures.

**BS.02.05. Performance Indicator:** Examine and perform scientific procedures using microbes, DNA, RNA and proteins in a laboratory.

**BS.03. NCAE Standard:** Demonstrate the application of biotechnology to solve problems in Agriculture, Food and Natural Resources (AFNR) systems (e.g., bioengineering, food processing, waste management, horticulture, forestry, livestock, crops, etc.).

**BS.03.01. Performance Indicator:** Apply biotechnology principles, techniques and processes to create transgenic species through genetic engineering.

**BS.03.02. Performance Indicator:** Apply biotechnology principles, techniques and processes to enhance the production of food through the use of microorganisms and enzymes.

**BS.03.03. Performance Indicator:** Apply biotechnology principles, techniques and processes to protect the environment and maximize use of natural resources (e.g., biomass, bioprospecting, industrial biotechnology, etc.).

**BS.03.04. Performance Indicator:** Apply biotechnology principles, techniques and processes to enhance plant and animal care and production (e.g., selective breeding, pharmaceuticals, biodiversity, etc.).

**BS.03.05. Performance Indicator:** Apply biotechnology principles, techniques and processes to produce biofuels (e.g., fermentation, transesterification, methanogenesis, etc.).

**BS.03.06. Performance Indicator:** Apply biotechnology principles, techniques and processes to improve waste management (e.g., genetically modified organisms, bioremediation, etc.).

## **Environmental Service Systems Career Pathway Content Standards**

The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology used to monitor and minimize the impact of human activity on environmental systems. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Environmental Service Systems (AG-ESS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**ESS.01. CCTC Standard:** Use analytical procedures and instruments to manage environmental service systems.

**ESS.01.01. Performance Indicator:** Analyze and interpret laboratory and field samples in environmental service systems.

**ESS.01.02. Performance Indicator:** Properly utilize scientific instruments in environmental monitoring situations (e.g., laboratory equipment, environmental monitoring instruments, etc.).

**ESS.02. CCTC Standard:** Evaluate the impact of public policies and regulations on environmental service system operations.

**ESS.02.01. Performance Indicator:** Interpret and evaluate the impact of laws, agencies, policies and practices affecting environmental service systems.

**ESS.02.02. Performance Indicator:** Compare and contrast the impact of current trends on regulation of environmental service systems (e.g., climate change, population growth, international trade, etc.).

**ESS.02.03. Performance Indicator:** Examine and summarize the impact of public perceptions and social movements on the regulation of environmental service systems.

**ESS.03. CCTC Standard:** Develop proposed solutions to environmental issues, problems and applications using scientific principles of meteorology, soil science, hydrology, microbiology, chemistry and ecology.

**ESS.03.01. Performance Indicator:** Apply meteorology principles to environmental service systems.

**ESS.03.02. Performance Indicator:** Apply soil science and hydrology principles to environmental service systems.

**ESS.03.03. Performance Indicator:** Apply chemistry principles to environmental service systems.

**ESS.03.04. Performance Indicator:** Apply microbiology principles to environmental service systems.

**ESS.03.05. Performance Indicator:** Apply ecology principles to environmental service systems.

**ESS.04. CCTC Standard:** Demonstrate the operation of environmental service systems (e.g., pollution control, water treatment, wastewater treatment, solid waste management and energy conservation).

**ESS.04.01. Performance Indicator:** Use pollution control measures to maintain a safe facility and environment.

**ESS.04.02. Performance Indicator:** Manage safe disposal of all categories of solid waste in environmental service systems.

**ESS.04.03. Performance Indicator:** Apply techniques to ensure a safe supply of drinking water and adequate treatment of wastewater according to applicable rules and regulations.

**ESS.04.04. Performance Indicator:** Compare and contrast the impact of conventional and alternative energy sources on the environment and operation of environmental service systems.

**ESS.05. CCTC Standard:** Use tools, equipment, machinery and technology common to tasks in environmental service systems.

**ESS.05.01. Performance Indicator:** Use technological and mathematical tools to map land, facilities and infrastructure for environmental service systems.

**ESS.05.02. Performance Indicator:** Perform assessments of environmental conditions using equipment, machinery and technology.

## **Food Products and Processing Systems Career Pathway Content Standards**

The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety and sanitation; nutrition, biology, microbiology, chemistry and human behavior in local and global food systems; food selection and processing for storage, distribution and consumption; and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of food products and processing systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards*** – These are the standards for Food Products and Processing Systems (AG-FPP) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators*** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to

demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**FPP.01. CCTC Standard:** Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.

**FPP.01.01. Performance Indicator:** Analyze and manage operational and safety procedures in food products and processing facilities.

**FPP.01.02. Performance Indicator:** Apply food safety and sanitation procedures in the handling and processing of food products to ensure food quality.

**FPP.01.03. Performance Indicator:** Apply food safety procedures when storing food products to ensure food quality.

**FPP.02. CCTC Standard:** Apply principles of nutrition, biology, microbiology, chemistry and human behavior to the development of food products.

**FPP.02.01. Performance Indicator:** Apply principles of nutrition and biology to develop food products that provide a safe, wholesome and nutritious food supply for local and global food systems.

**FPP.02.02. Performance Indicator:** Apply principles of microbiology and chemistry to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

**FPP.02.03. Performance Indicator:** Apply principles of human behavior to develop food products to provide a safe, wholesome and nutritious food supply for local and global food systems.

**FPP.03. CCTC Standard:** Select and process food products for storage, distribution and consumption.

**FPP.03.01. Performance Indicator:** Implement selection, evaluation and inspection techniques to ensure safe and quality food products.

**FPP.03.02. Performance Indicator:** Design and apply techniques of food processing, preservation, packaging and presentation for distribution and consumption of food products.

**FPP.03.03. Performance Indicator:** Create food distribution plans and procedures to ensure safe delivery of food products.

**FPP.04. CCTC Standard:** Explain the scope of the food industry and the historical and current developments of food product and processing.

**FPP.04.01. Performance Indicator:** Examine the scope of the food industry by evaluating local and global policies, trends and customs for food production.

**FPP.04.02. Performance Indicator:** Evaluate the significance and implications of changes and trends in the food products and processing industry in the local and global food systems.

**FPP.04.03. Performance Indicator:** Identify and explain the purpose of industry organizations, groups and regulatory agencies that influence the local and global food systems.

## **Natural Resource Systems Career Pathway Content Standards**



The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of natural resource systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Natural Resource Systems (AG-NRS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**NRS.01. CCTC Standard:** Plan and conduct natural resource management activities that apply logical, reasoned and scientifically based solutions to natural resource issues and goals.

**NRS.01.01. Performance Indicator:** Apply methods of classification to examine natural resource availability and ecosystem function in a particular region.

**NRS.01.02. Performance Indicator:** Classify different types of natural resources in order to enable protection, conservation, enhancement and management in a particular geographical region.

**NRS.01.03. Performance Indicator:** Apply ecological concepts and principles to atmospheric natural resource systems.

**NRS.01.04. Performance Indicator:** Apply ecological concepts and principles to aquatic natural resource systems.

**NRS.01.05. Performance Indicator:** Apply ecological concepts and principles to terrestrial natural resource systems.

**NRS.01.06. Performance Indicator:** Apply ecological concepts and principles to living organisms in natural resource systems.

**NRS.02. CCTC Standard:** Analyze the interrelationships between natural resources and humans.

**NRS.02.01. Performance Indicator:** Examine and interpret the purpose, enforcement, impact and effectiveness of laws and agencies related to natural resource management, protection, enhancement and improvement (e.g., water regulations, game laws, historic preservation laws, environmental policy, etc.).

**NRS.02.02. Performance Indicator:** Assess the impact of human activities on the availability of natural resources.

**NRS.02.03. Performance Indicator:** Analyze how modern perceptions of natural resource management, protection, enhancement and improvement change and develop over time.

**NRS.02.04. Performance Indicator:** Examine and explain how economics affects the use of natural resources.

**NRS.02.05. Performance Indicator:** Communicate information to the public regarding topics related to the management, protection, enhancement, and improvement of natural resources.

**NRS.03. CCTC Standard:** Develop plans to ensure sustainable production and processing of natural resources.

**NRS.03.01. Performance Indicator:** Sustainably produce, harvest, process and use natural resource products (e.g., forest products, wildlife, minerals, fossil fuels, shale oil, alternative energy, recreation, aquatic species, etc.).

**NRS.03.02. Performance Indicator:** Demonstrate cartographic skills, tools and technologies to aid in developing, implementing and evaluating natural resource management plans.

**NRS.04. CCTC Standard:** Demonstrate responsible management procedures and techniques to protect, maintain, enhance, and improve natural resources.

**NRS.04.01. Performance Indicator:** Demonstrate natural resource protection, maintenance, enhancement and improvement techniques.

**NRS.04.02. Performance Indicator:** Diagnose plant and wildlife diseases and follow protocols to prevent their spread.

**NRS.04.03. Performance Indicator:** Prevent or manage introduction of ecologically harmful species in a particular region.

**NRS.04.04. Performance Indicator:** Manage fires in natural resource systems.

## **Plant Science Systems Career Pathway Content Standards**

The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turf grass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- ***Common Career Technical Core (CCTC) Standards*** – These are the standards for Plant Systems (AG-PS) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- ***Performance Indicators*** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

- PS.01. CCTC Standard:** Develop and implement a crop management plan for a given production goal that accounts for environmental factors.
- PS.01.01. Performance Indicator:** Determine the influence of environmental factors on plant growth.
- PS.01.02. Performance Indicator:** Prepare and manage growing media for use in plant systems.
- PS.01.03. Performance Indicator:** Develop and implement a fertilization plan for specific plants or crops.
- PS.02. CCTC Standard:** Apply principles of classification, plant anatomy, and plant physiology to plant production and management.
- PS.02.01. Performance Indicator:** Classify plants according to taxonomic systems.
- PS.02.02. Performance Indicator:** Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
- PS.02.03. Performance Indicator:** Apply knowledge of plant physiology and energy conversion to plant systems.
- PS.03. CCTC Standard:** Propagate, culture and harvest plants and plant products based on current industry standards.
- PS.03.01. Performance Indicator:** Demonstrate plant propagation techniques in plant system activities.
- PS.03.02. Performance Indicator:** Develop and implement a management plan for plant production.
- PS.03.03. Performance Indicator:** Develop and implement a plan for integrated pest management for plant production.
- PS.03.04. Performance Indicator:** Apply principles and practices of sustainable agriculture to plant production.
- PS.03.05. Performance Indicator:** Harvest, handle and store crops according to current industry standards.
- PS.04. CCTC Standard:** Apply principles of design in plant systems to enhance an environment (e.g. floral, forest landscape, and farm).
- PS.04.01. Performance Indicator:** Evaluating, identifying and preparing plants to enhance an environment.
- PS.04.02. Performance Indicator:** Create designs using plants.

## Power, Structural and Technical Systems Career Pathway Content Standards

The Power, Structural and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in AFNR settings.

Within each pathway, the standards are organized as follows:

- **Common Career Technical Core (CCTC) Standards** – These are the standards for Power, Structural and Technical Systems (AG-PST) from the 2012 version of the Common Career and Technical Core Standards, which are owned by the National Association of State Directors of Career and Technical Education/National Career Technical Education Foundation and are used here with permission. These statements define what students should know and be able to do after completing instruction in a program of study for this pathway.
- **Performance Indicators** – These statements distill each CCTC Standard into more discrete indicators of the knowledge and skills students should attain through a program of study in this pathway. Attainment of the knowledge and skills outlined in the performance indicators is intended to demonstrate an acceptable level of proficiency with the related CCTC Standard at the conclusion of a program of study in this area.

**PST.01. CCTC Standard:** Apply physical science principles and engineering applications to solve problems and improve performance in AFNR power, structural and technical systems.

**PST.01.01. Performance Indicator:** Apply physical science and engineering principles to assess and select energy sources for AFNR power, structural and technical systems.

**PST.01.02. Performance Indicator:** Apply physical science and engineering principles to design, implement and improve safe and efficient mechanical systems in AFNR situations.

**PST.01.03. Performance Indicator:** Apply physical science principles to metal fabrication using a variety of welding and cutting processes (e.g., SMAW, GMAW, GTAW, fuel-oxygen and plasma arc torch, etc.).

**PST.02. CCTC Standard:** Operate and maintain AFNR mechanical equipment and power systems.

**PST.02.01. Performance Indicator:** Perform preventative maintenance and scheduled service to maintain equipment, machinery and power units used in AFNR settings.

**PST.02.02. Performance Indicator:** Operate machinery and equipment while observing all safety precautions in AFNR settings.

**PST.03. CCTC Standard:** Service and repair AFNR mechanical equipment and power systems.

**PST.03.01. Performance Indicator:** Troubleshoot, service and repair components of internal combustion engines using manufacturers' guidelines.

**PST.03.02. Performance Indicator:** Service electrical systems and components of mechanical equipment and power systems using a variety of troubleshooting and/or diagnostic methods.

**PST.03.03. Performance Indicator:** Utilize manufacturers' guidelines to diagnose and troubleshoot malfunctions in machinery, equipment and power source systems (e.g., hydraulic, pneumatic, transmission, steering, suspension, etc.).

**PST.04. CCTC Standard:** Plan, build and maintain AFNR structures.

**PST.04.01. Performance Indicator:** Create sketches and plans for AFNR structures.

**PST.04.02. Performance Indicator:** Determine structural requirements, specifications and estimate costs for AFNR structures

**PST.04.03. Performance Indicator:** Follow architectural and mechanical plans to construct, maintain and/or repair AFNR structures (e.g., material selection, site preparation and/or layout, plumbing, concrete/masonry, etc.).

**PST.04.04. Performance Indicator:** Apply electrical wiring principles in AFNR structures.

**PST.05. CCTC Standard:** Use control, monitoring, geospatial and other technologies in AFNR power, structural and technical systems.

**PST.05.01. Performance Indicator:** Apply computer and other technologies (e.g., robotics, CNC, UAS, etc.) to solve problems and increase the efficiency of AFNR systems.

**PST.05.02. Performance Indicator:** Prepare and/or use electrical drawings to design, install and troubleshoot electronic control systems in AFNR settings.

**PST.05.03. Performance Indicator:** Apply geospatial technologies to solve problems and increase the efficiency of AFNR systems.